

WILMETTE PUBLIC SCHOOLS, DISTRICT 39

Grades K-8 General Music Curriculum

Statement of Philosophy

Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, District 39 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.

The fundamental music processes in which students engage are listening, singing, playing, creating, and performing. Although the music curriculum map presents each process separately, District 39 believes that these processes are meaningfully integrated to achieve a balanced and comprehensive experience of study in music.

National and State Standards

STATE GOAL 25: Know the language of the arts.

- Understand the sensory elements, organizational principles, and expressive qualities
 - ∞ NSM 6. Listening to, analyzing, describing music
 - ∞ NSM 7. Evaluating music and music performances
- Understand the similarities, distinctions, and connections in and among the arts
 - ∞ NSM 8. Understanding relationships between music, the other arts, and disciplines outside the arts

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

- Understand processes, traditional tools, and modern technologies used in the arts
 - ∞ NSM 5. Reading and notating music
- Apply skills and knowledge necessary to create and perform in one or more of the arts
 - ∞ NSM 1. Singing
 - ∞ NSM 2. Performing
 - ∞ NSM 3. Improvising
 - ∞ NSM 4. Composing

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

- Analyze how the arts function in history, society, and everyday life
- Understand how the arts shape and reflect history, society, and everyday life
 - ∞ NSM 9. Understanding music in relation to history and culture

Best instructional practices in a music classroom should:

- ∞ develop skills and techniques that are required to create and perform music.
- ∞ provide students with a variety of quality repertoire.
- ∞ promote active learning that allows for inherent sound and movement.
- ∞ engage students in common musical goals through cooperation and collaboration to build a musical community.
- ∞ develop a musical environment that is inclusive and respectful of all learning profiles.
- ∞ use formative and summative authentic assessments to guide teaching and learning.
- ∞ provide opportunities for student choice as part of their musical experiences.
- ∞ develop student responsibility for musical growth.
- ∞ connect and integrate with other disciplines and the real world.
- ∞ develop persistence and resilience.
- ∞ provide musical experiences that promote higher-order thinking.
- ∞ encourage coaching, modeling, and demonstrating by teachers and students.

Characteristics of Successful Learners

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best
- Takes responsible risks
- Acts responsibly
- Responds effectively
- Maintains focus
- Thinks interdependently
- Self-advocates

Big Ideas

- ∞ Music is a unique form of human expression that is universal and essential.
- ∞ As an ineffable aural art form, music communicates ideas and emotions.
- ∞ A musical learner is a person who performs or practices music.
- ∞ They undergo the experience of musical creation and can communicate using the language of music.
- ∞ Musical learners possess the traits of successful learners.
- ∞ Persistence managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination are examples of these traits.

Essential Questions

What is the purpose of music?
What are the properties that make music a unique art form?

LISTENING

Domain-specific vocabulary: forte/piano, allegro/largo, crescendo/decrescendo, mezzo-forte, mezzo-piano pianissimo, fortissimo, moderato, andante, presto, string/brass/woodwind/percussion families, long/short, range, steps and skips, tempo, dynamics, phrasing, melodic contour, style genre

Academic vocabulary: long, short, steps, skips, range

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What is active listening?</p> <p>How does active listening contribute to musical literacy?</p> <p>What are the attributes of an active listener?</p> <p>What are the attributes of active listening?</p> <p>What role does active listening have in an ensemble?</p> <p>How does active listening</p>	<p>Active listening is to hear something with thoughtful attention.</p> <p>Active listeners in an ensemble understand and value the roles of all performers.</p> <p>An active listener identifies and analyzes melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre.</p> <p>An active listener demonstrates understanding of music.</p> <p>Technology has an impact on</p>	<p>Summative Assessment Students will listen and respond to characteristics or elements of music.</p> <p>Formative Understandings</p> <p>Kindergarten Respond to differences between high and low, loud and soft, fast and slow, short and long Recognize melodic direction Recognize a range and variety of sounds Explore pitched and unpitched instruments and characteristics of sounds</p> <p>Grade 1 (Reinforce prior skills and understandings) Recognize steps and skips Explore the instruments in the percussion family Recognize musical contrasts in tempo and dynamics</p>	<p>Grades K - 8</p> <p><i>“Star Spangled Banner”</i></p> <p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p><u>Teacher Resources</u></p> <p>Professional classroom library Kodály-inspired songbooks Orff-inspired collections Gameplan <i>by Kriske and DeLelles</i> Materials by John Feierabend Materials by Sanna Longden Music periodicals</p>

<p>affect an ensemble?</p> <p>What role does a conductor have in active listening?</p> <p>How does technology affect listening?</p>	<p>active listening.</p>	<p>Grade 2 (Reinforce prior skills and understandings) Recognize contour in music Explore the instruments in the string family Identify musical contrasts in tempo and dynamics</p> <p>Grade 3 (Reinforce prior skills and understandings) Recognize the difference between major and minor tonalities Explore the instruments in the woodwind family</p> <p>Grade 4 (Reinforce prior skills and understandings) Explore the instruments in the brass family</p> <p>Grade 5 (Reinforce prior skills and understandings) Interpret phrasing and expressive elements Identify major scales Recognize varied timbres Recognize melodic and harmonic complexity</p> <p>Grade 6 (Reinforce prior skills and understandings) Recognize melodies in bass clef</p> <p>Grade 7 (Reinforce prior skills and understandings) Distinguish between major and minor triads Identify stylistic traits of compositions Identify stylistic traits of genres Identify and explain purposes of listening</p> <p>Grade 8 (Reinforce prior skills and understandings) Analyze stylistic traits of compositions Analyze stylistic traits of genres Apply musical autonomy in performance</p>	<p>Smartboard lessons</p> <p>Student Resources</p> <p>Teacher webpage Classroom Instruments</p> <p>Websites</p> <p>www.musicinteractive.com www.youtube.com www.philtulga.com www.classicsforkids.com www.starfall.com www.jalc.org www.nyphil.org www.sfskids.org</p> <p>Technology</p> <p>Garageband Smartboard iDVD iTunes iPod/iPad Photobooth Stereo Flip camera</p>
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SINGING

Domain-specific vocabulary: melody, pitch, vocal range, pentatonic, solfege (do re mi fa sol la ti do), rounds, canon, ostinati, diatonic, scale, treble clef, whole and half steps, key signature, descant, partner song, flat, sharp, diaphragm, soft palate, hard palate, soprano, alto, tenor, bass, harmony, breath support
Academic vocabulary: high, low, whispering, singing, speaking, shouting, steps, skips, intervals, major, minor, up, down, across, accompaniment, posture, blend, personal space

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What is singing?</p> <p>Why is singing important?</p> <p>What are the attributes of singing?</p> <p>What are the attributes of a singer?</p> <p>What are the characteristics of ensemble singing?</p> <p>How does singing contribute to musical literacy?</p> <p>How does culture affect the musical characteristics of a song?</p> <p>How does the historical time period affect the stylistic characteristics of a song?</p> <p>How does technology impact song?</p> <p>What are melody, harmony, rhythm, timbre, form and the expressive qualities of music?</p> <p>Why does music have</p>	<p>Singing is the production of musical tones by means of the voice.</p> <p>Ensemble singing is a group of complementary parts that contribute to a single effect. It emphasizes the roles of all performers as a whole.</p> <p>Singing is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre.</p> <p>Singing is and has been used as a form of expression in various cultures and time periods throughout history to present day.</p> <p>Singers develop techniques and physical coordination to create vocal production in a variety of styles.</p>	<p>Summative Assessment Students will perform vocal music representative of varied styles.</p> <p>Formative Understandings</p> <p>Kindergarten Demonstrate knowledge of high and low pitches/ <i>Experience the difference between high and low</i> Match pitches in limited range Sing in tune Demonstrate knowledge of melodic direction Demonstrate appropriate singing techniques Perform melodic improvisation Identify and respond to accompaniment Identify individual differences in the speaking, whispering, shouting, and singing voice Identify individual differences in children’s women’s, and men’s voices</p> <p>Grade 1 (Reinforce prior skills and understandings) Demonstrate knowledge of steps and skips Sing pentatonic scale Sing grade specific intervals Sing in major and minor tonalities</p> <p>Grade 2 (Reinforce prior skills and understandings) Demonstrate knowledge of up-down-across Sing extended pentaton Identify and sing simple rounds and canons Identify major and minor tonalities Identify and sing ostinati</p> <p>Grade 3 (Reinforce prior skills and understandings)</p>	<p>Fifth and Sixth Grade:</p> <p><i>“Star Spangled Banner”</i></p> <p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources</p> <p>Professional classroom library Kodály-inspired songbooks Orff-inspired collections Gameplan by Kriske and DeLelles Materials by John Feierabend Folksong collections Octavos Sheet music Scripts Recorder music Music periodicals Smartboard lessons</p> <p>Student Resources</p> <p>Teacher webpage</p> <p>Websites</p> <p>www.musicinteractive.com</p>

<p>melody, harmony, rhythm, timbre, form, and expressive qualities?</p> <p>How are melody, harmony, rhythm, timbre, form and the expressive qualities used in music?</p>		<p>Perform songs in major and minor keys Perform diatonic scale Identify and perform absolute note names in the treble clef Distinguish between major and minor tonalities</p> <p>Grade 4 (Reinforce prior skills and understandings) Experience whole and half steps Experience simple key signatures Sing descants and partner songs</p> <p>Grade 5 (Reinforce prior skills and understandings) Interpret phrasing and expressive elements Identify major scales Explore singing in varied timbres Develop melodic and harmonic complexity</p> <p>Grade 6 (Reinforce prior skills and understandings) Read melodies in bass clef Identify chromatic scales Sing in three parts</p> <p>Grade 7 (Reinforce prior skills and understandings) Perform with harmonic accompaniment Develop increased control of the singing voice in varied ranges and tessitura Develop increased melodic and harmonic complexity Apply the principles of proper intonation in part singing</p> <p>Grade 8 (Reinforce prior skills and understandings) Apply musical autonomy in performance Hold pitch in part singing Increase fluency in reading melodic notation</p>	<p>www.youtube.com</p> <p>www.brainpop.com</p> <p>www.philtulga.com</p> <p>www.classicsforkids.com</p> <p>Technology</p> <p>Garageband</p> <p>iMovie</p> <p>Smartboard</p> <p>iDVD</p> <p>iTunes</p> <p>iPod/iPad</p> <p>Photobooth</p> <p>Stereo</p> <p>Flip camera</p>
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PLAYING

Domain Specific Vocabulary: percussion (scrapers, shakers, skins, metals, woods), wind (recorder, soprano, tenor), piano, xylophone (bass, alto, soprano, glockenspiel, metallophone, bass bar), guitar (sound hole, tuning pegs, nut, strings, bridge, neck, fret, fingerboard, strum, pluck, pick, tune/tuner), drum (tubano, djembe, conga, hand drum, doumbek, bongo), pitched/unpitched, instruments, mallets, keyboard, beat, rhythm, bordun (steady beat, broken, level, moving, crossover, chordal), pentaton,

ostinati, melody, harmony, keys, treble clef, bass clef, key signature, time signature, accelerando, articulation, tonguing, canon, round, vibration, chord, legato, phrase, syncopation

Academic Vocabulary: major, minor, up, down, across, unison, patterns

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What is instrumental playing?</p> <p>Why is instrumental playing important?</p> <p>What are the attributes of instrumental playing?</p> <p>What are the characteristics of ensemble playing?</p> <p>What are the attributes of an instrumentalist?</p> <p>How does playing an instrument contribute to musical literacy?</p> <p>How does culture affect the characteristics of instrumental playing?</p> <p>How does the historical time period affect the stylistic characteristics of an instrumental composition?</p> <p>How does technology impact instrumental playing?</p> <p>What are melody,</p>	<p>Instrumental playing is the production of musical tones by means of pitched and unpitched instruments.</p> <p>Ensemble instrumental playing is a group of complementary parts that contribute to a single effect. It emphasizes the roles of all performers as a whole.</p> <p>Instrumental playing is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre.</p> <p>Instrumental playing is and has been used as a form of expression in various cultures and time periods throughout history to present day.</p> <p>Instrumentalists develop techniques and physical coordination in a variety of styles.</p>	<p>Performance Task (Summative) Students will perform pieces of music in various styles using instruments.</p> <p>Grades K thru 8th Play and care for classroom instruments as directed</p> <p>Formative Understandings</p> <p>Kindergarten Perform on pitched and unpitched percussion instruments Play steady beat and basic rhythmic patterns on pitched and unpitched percussion instruments Demonstrate appropriate playing techniques of pitched and unpitched percussion instruments</p> <p>Grade 1 (Reinforce prior skills and understandings) Perform steady beat bordun Explore melodic contour on barred instruments Play grade specific intervals Play in major and minor tonalities</p> <p>Grade 2 (Reinforce prior skills and understandings) Perform broken bordun Perform patterns of up-down-across Perform on barred instruments in the extended pentaton Perform ostinati on pitched and unpitched instruments</p> <p>Grade 3 (Reinforce prior skills and understandings) Play four note melodies on soprano recorder Play songs in major and minor keys Play absolute note names on the treble clef Perform crossover, level, and moving bordun</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources</p> <p>Professional classroom library</p> <p>Kodály-inspired songbooks</p> <p>Orff-inspired collections</p> <p>Gameplan by Kriske and DeLelles</p> <p>Materials by John Feierabend</p> <p>Folksong collections</p> <p>Sheet music</p> <p>Recorder music by Don Muro</p> <p>Music periodicals</p> <p>Smartboard lessons</p> <p>Guitar literature</p> <p>Student Resources</p>

<p>harmony, rhythm, timbre, form and the expressive qualities of music?</p> <p>Why does music have melody, harmony, rhythm, timbre, form, and expressive qualities?</p> <p>How are melody, harmony, rhythm, timbre, form and the expressive qualities used in music?</p>		<p>Grade 4 (Reinforce prior skills and understandings) Play melodies using whole and half steps Interpret and play melodies using simple key signatures Perform chord change borduns (I, IV, V)</p> <p>Grade 5 (Reinforce prior skills and understandings) Play in unison and in parts with attention to phrasing and expressive elements Perform in multiple parts on various classroom instruments Explore varied instrumental timbres through performance Perform pieces with three or more parts</p> <p>Grade 6 (Reinforce prior skills and understandings) Play accompaniments based on harmonic structure of a song Explore classroom instruments</p> <p>Grade 7 (Reinforce prior skills and understandings) Perform major and minor triads Perform rhythmic patterns independently in an ensemble</p> <p>Grade 8 (Reinforce prior skills and understandings) Play major, minor, and seventh chords Play correct chords while singing Apply appropriate rhythmic patterns to an accompaniment</p>	<p>Teacher webpage</p> <p>Classroom Instruments</p> <p>Websites</p> <p>www.musicinteractive.com</p> <p>www.youtube.com</p> <p>www.brainpop.com</p> <p>www.philtulga.com</p> <p>www.classicsforkids.com</p> <p>Technology</p> <p>Garageband iMovie Smartboard iDVD iTunes iPod/iPad Photobooth Stereo Flip camera</p>
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CREATING

Domain-specific vocabulary: quarter note, quarter rest, and two eighth note, sixteenth notes, eighth-two sixteenth, two sixteenth eighth, eighth rest, syncopation, piano, forte, mezzo-forte, mezzo-piano pianissimo, fortissimo, crescendo/decrescendo, moderato, andante, moderato, largo, allegro, presto moderato, AB/ABA, improvisation, first and second ending, DC al Fine, DC al Coda, repeat sign bar line, double bar line, accent, rondo, round, canon, interlude and coda, bridge, ostinato, meter, duple meter, triple meter

Academic vocabulary: improvisation, sound, locomotor, contextualize, dynamics, instrument, contrast, attributes, accent, aural

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
How is music created?	Music is created by arranging, composing,	Performance Task (Summative) Create a rhythmic or melodic idea	<i>Each year a teacher may use various books and Internet</i>

<p>Why is creating music important?</p> <p>What are the attributes of a composer?</p> <p>How does creating music contribute to musical literacy?</p> <p>How does culture affect the creation of music?</p> <p>How does the historical time period affect the creation of music?</p> <p>How does technology impact creation of music?</p> <p>What inspires someone to create a piece of music?</p> <p>How is sound organized to make music?</p> <p>Why does music have structure?</p> <p>What are melody, harmony, rhythm, timbre, form and the expressive qualities of music?</p> <p>Why does music have melody, harmony, rhythm, timbre, form, and expressive qualities?</p> <p>How are melody,</p>	<p>improvising, playing, singing, and moving.</p> <p>Music can be created through collaboration.</p> <p>Creating music is an expression of melody, harmony, rhythm, form, expressive qualities, history, culture, and timbre.</p> <p>The influence of culture and time changes the way music is created and how musicians create music.</p>	<p>Formative Understandings</p> <p>Kindergarten</p> <p><i>Rhythm</i> Demonstrate a steady beat while listening to music, playing games, and moving Explore aural and visual use of sound and silence to form rhythm patterns Explore aural and visual use of long and short sounds</p> <p><i>Form</i> Explore the differences within a piece of music Explore knowledge of same and different</p> <p><i>Tone Color</i> Explore a range and variety of sounds Explore pitched and unpitched instruments and characteristics of sounds</p> <p><i>Expressive Qualities</i> Explore musical contrasts</p> <p>First Grade (Reinforce prior skills and understandings)</p> <p><i>Rhythm</i> Demonstrate knowledge of pulse in meter Apply aural and visual use of sound and silence to form rhythm patterns Understand notation that represents the divided beat Explore use of rhythmic ostinati Interpreting movements Explore metric groupings</p> <p><i>Form</i> Apply knowledge of same and different to two-part form Recognize how music icons are symbols used to read for musical understanding</p> <p><i>Tone Color</i> Identify a range and variety of sounds Identify pitched and unpitched instruments and characteristics of sounds Introduce the families of instruments of the orchestra</p> <p><i>Expressive Qualities</i> Contextualize musical contrasts in tempo and dynamics</p> <p>Second Grade</p>	<p><i>resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources</p> <p>Professional classroom library</p> <p>Kodály-inspired songbooks</p> <p>Orff-inspired collections</p> <p>Gameplan by Kriske and DeLelles</p> <p>Rhythmically Moving by Phyllis Weickert</p> <p>Materials by Sanna Longden</p> <p>Materials by John Feierabend</p> <p>Folksong collections</p> <p>Recorder music by Don Muro</p> <p>Music periodicals</p> <p>Smartboard lessons</p> <p>Student Resources</p> <p>Teacher webpage Classroom Instruments</p> <p>Websites</p> <p>www.musicinteractive.com</p>
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<p>harmony, rhythm, timbre, form and the expressive qualities used in music?</p>		<p>(Reinforce prior skills and understandings) <i>Rhythm</i> Expand application of notational representations that include sustained sounds and silence Explore metric groupings <i>Form</i> Apply knowledge of organization of sound to musical form <i>Tone Color</i> Contextualize a range and variety of sounds Contextualize pitched and unpitched instruments and characteristics of sounds Expand knowledge of instruments of the orchestra <i>Expressive Qualities</i> Apply musical contrasts in tempo and dynamics</p> <p>Third Grade</p> <p>(Reinforce prior skills and understandings) <i>Rhythm</i> Expand application of notational representations that include more complex combinations Understand how rhythm can be organized into patterns Identify time signature markings <i>Form</i> Expand and enrich knowledge of how music is organized. <i>Tone Color</i> Expand knowledge of instruments of the orchestra <i>Expressive Qualities</i> Analyze musical contrasts in tempo and dynamics.</p> <p>Fourth Grade</p> <p>(Reinforce prior skills and understandings) <i>Rhythm</i> Perform using notational representation that represent further divisions of the beat <i>Form</i> Expand and enrich knowledge of how music is organized <i>Tone Color</i> Review all families of instruments of the orchestra <i>Expressive Qualities</i> Apply the understanding of musical contrasts in tempo</p>	<p>www.youtube.com</p> <p>www.philtulga.com</p> <p>Technology</p> <p>Garageband iMovie Smartboard iDVD iTunes iPod/iPad Photobooth Stereo Flip camera</p>
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and dynamics.

Fifth Grade

(Reinforce prior skills and understandings)

Rhythm

Internalize how the rhythm lines up against the steady beat amidst multiple parts

Form

Demonstrate understanding of musical form through movement

Tone Color

Explore how timbre influences musical choices

Expressive Qualities

Explore how changes in tempo and dynamics can affect the ideas and emotions represented in music

Sixth Grade

(Reinforce prior skills and understandings)

Rhythm

Apply knowledge of rhythm in composition.

Form

Identify subtle differences in like phrases

Tone Color

Demonstrate how timbre influences musical choices

Expressive Qualities

Demonstrate how changes in tempo and dynamics can affect the ideas and emotions represented in music

Seventh Grade

(Reinforce prior skills and understandings)

Rhythm

Integrate knowledge of rhythm and composition

Form

Analyze how musical contrasts organize sound in a composition

Create a visual representation of form

Tone Color

Analyze how timbre influences musical choices

Research how instruments are used in ensembles

Explore how instruments produce their specific timbres

Expressive Qualities

Analyze how changes in tempo and dynamics can affect

		<p>the ideas and emotions represented in music</p> <p>Eighth Grade (Reinforce prior skills and understandings) <i>Rhythm & Form</i> Demonstrate rhythmic competency through movement or performance <i>Tone Color</i> Analyze how physiological and physical characteristics impact timbre <i>Expressive Qualities</i> Practice how changes in tempo and dynamics can affect the ideas and emotions represented in music</p>	
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PERFORMING

Domain Specific Vocabulary: stage, audience, applause, cues, performance, backstage, upstage, stage left, stage right, offstage, blocking, props, costumes, conductor, performer, risers, encore, finale, program, monologue, pit, ensemble, microphone, speakers, curtain call, rehearsal, piano, accompaniment, instruments

Academic Vocabulary: transitions, bow, narrator, narration

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What are the characteristics of a quality performance?</p> <p>What are the characteristics of a performer?</p> <p>How does stage behavior affect a performance?</p> <p>How does audience behavior affect a performance?</p>	<p>A quality performance requires collaboration and cooperation by all members of an ensemble.</p> <p>A performer is someone who can think flexibly and independently. They strive for their personal best.</p> <p>The interaction of performers and audience members can influence performances.</p> <p>A performance is the end result of a period of practice and rehearsal.</p>	<p>Performance Task (Summative) Students will participate as a performer or audience member during a musical performance..</p> <p>Performance Task By the end of 4th grade, students will participate in at least two formal musical performances</p> <p>Formative Understandings Understand and apply basic performance principles</p> <p>Understand the interplay between voice and instrument</p> <p>Apply the understanding of the interplay between musician and audience</p> <p>Understand the expectations and responsibilities of an audience member</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources Professional classroom library Kodály-inspired songbooks Orff-inspired collections Gameplan by Kriske and DeLelles Materials by Sanna Longden Materials by John Feierabend Music periodicals Smartboard lessons</p> <p>Student Resources Teacher webpage Classroom Instruments</p> <p>Websites</p>

			www.youtube.com Technology Garageband Smartboard iDVD iTunes iPod/iPad Photobooth Stereo Flip camera Sound and lighting equipment
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